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AN INTERVIEW STUDY OF TEACHERS WHO LEAVE THE PROFESSION.

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THE PRESENT STUDY IS THE FIRST PART OF A TWO-PART INTERVIEW STUDY OF NONPERSISTENT TEACHERS. ITS MAIN OBJECTIVE WAS TO PREPARE FOR DATA COLLECTION IN THE SECOND PART. THE MAJOR ASPECTS OF THIS PRESENT STUDY WERE--(1) THE CLASSIFICATION INTO SUBGROUPS OF A POPULATION OF NONPERSISTING TEACHERS PREVIOUSLY IDENTIFIED, (2) THE DEVELOPMENT AND REFINEMENT OF AN INTERVIEW SCHEDULE AND A METHOD OF ANALYSIS APPROPRIATE TO IT, AND (3) TRYOUT OF THE REVISED SCHEDULE ON A SUFFICIENT SCALE TO JUDGE ITS SUITABILITY. ALL THESE ASPECTS WERE ACCOMPLISHED ALONG WITH CLASSIFICATION OF 800 NONPERSISTERS INTO FOUR GROUPS--(1) PEOPLE WHO NEVER TAUGHT, (2) DEFINITE NONPERSISTERS, (3) FUZZY NONPERSISTERS, AND (4) AN UNDECIDED GROUP. THE RELATIVELY SMALL NUMBER OF TRIAL INTERVIEWS IN PART ONE DID NOT WARRANT ANALYSIS NOR GENERALIZATION, BUT THERE WERE SOME VISIBLE IMPLICATIONS. IT SEEMS POSSIBLE THAT DIFFERENCES BETWEEN THE AVAILABLE SAMPLES OF PERSISTERS AND NONPERSISTERS WILL NOT BE FOUND BECAUSE MOST NONPERSISTERS PLANNED TO RETURN TO TEACHING WHEN THEIR CHILDREN WERE OLDER. NEVERTHELESS, FUTURE INTERVIEWS WILL UNDOUBTEDLY CONTRIBUTE TO THE ENHANCEMENT OF THE HOLDING POWER OF THE TEACHING PROFESSION. (GD)

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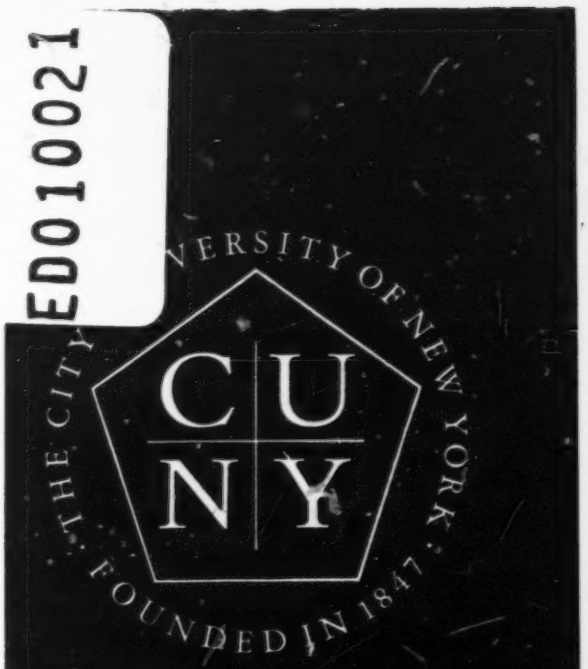

DIVISION OF TEACHER EDUCATION
Of The
CITY UNIVERSITY OF NEW YORK

AN INTERVIEW STUDY OF TEACHERS WHO LEAVE THE PROFESSION

Cooperative Research Project No. S-333

by
Judith C. Fuchel, Ed.D., Project Director
Ethel Horn
Beatrice Harris

1966

The Research Foundation of
The City University of New York

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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A REPORT OF THE OFFICE OF RESEARCH AND EVALUATION

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THE PROBLEM

It is a fact, attested to by the National Education Association that there are not, and will not be in the foreseeable future, enough fully qualified teachers to staff the classrooms of this country.

The well-publicized need for adequately-prepared teachers has inevitably led to a wide variety of programs designed to increase teacher supply. Many of these programs represent efforts to recruit able college students for teaching careers. The success of these recruitment efforts is apparent in the data collected by the Research Division of the National Education Association. Between 1948 and the present, the percentage of all college graduates who prepared for teaching increased fairly steadily. Locally, a similar trend toward increased enrollments in teacher education programs is revealed by a semi-annual census of the student body of the City University of New York.

Evidence that more and more college students are preparing for teaching is encouraging. But reflection will raise questions about the ultimate significance of this increase in prospective teachers. It is obvious that we must educate students who will enter teaching and who, once employed, will remain to make teaching a long-term career. How many of the nearly 160,000 newly-trained teachers who were graduated from American colleges in 1965 will be able to meet this test?

If the trends of the past continue into the future, the overwhelming majority of these new teachers will not be found in the classroom five years from now. Nationwide surveys among teacher education graduates clearly indicate that although between 70 and 80 per cent of these students enter teaching within a few months after completing their undergraduate studies, many of them leave after only a few short years of teaching service.

Part of the difficulty in retaining teachers is a function of the teaching profession. Teaching as a career field attracts more women than men. In 1959, of those who were graduated from American colleges with sufficient preparation to teach, the ratio of women to men was more than two to one. In the conflict between career and family responsibilities it is usually the career which is sacrificed, at least temporarily.

Men graduates, who must also reach decisions about entering and leaving teaching, are probably less often subject to pressures from conflicting family responsibilities. But men too leave teaching.

It was against this background of concern for alleviating the teacher shortage that the Office of Research and Evaluation in 1954 undertook a longitudinal study of the teaching persistence of a group of approximately 1600 graduates of the New York City municipal colleges.[1] Over the past ten years these graduates have been studied at different times and in different ways.

The Office of Research and Evaluation has recently completed a fourth follow-up study of these subjects (7). Descriptive data on the career histories of all of the "locatable" graduates was secured by means of a questionnaire. In addition, a group of approximately 50 career-oriented, persistent teachers has been interviewed in order to obtain data which is difficult to secure in a brief questionnaire (6).

The questionnaire studies were initiated in 1954 in the conviction that objective data on teaching persistence is a necessary base on which to plan programs for strengthening teaching as a career field and ultimately for alleviating the teacher shortage. However, in carrying out the essentially descriptive aspects of the study, it was not always possible to investigate the more interesting, dynamic facets of the teaching career. The project contained in this proposal represents an important extension of the longitudinal program and attempts to clarify still further the factors associated with teacher persistence.

The immediate goal of this project is to select a sample of non-persistent teacher graduates and to interview them, using an interview schedule that is adapted from the one used in 1963-64 with a sample of persistent teachers. The present study is the first part of a two-part project, and is concerned with the development in detail of the interview prodedures and the method of analysis to be used; also with preliminary tryout, refinement, and further

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1 Teaching persistence may be defined objectively as the length of time following graduation in which a teacher education student is employed as a teacher. In practice the measurement of teaching persistence may present some ambiguities. Since a teacher's decisions to enter, remain in, leave, and return to the teaching profession are not irrevocable, the teacher's persistence record depends, in part at least, on the time at which follow-up data are obtained. The problems suggested here argue strongly for the collection of longitudinal career data.

testing of the interview and analysis procedures. The project is to be completed in a continuation study entitled "Motivational Factors Influencing Persistence in Teaching as Revealed by Interviews," which has been approved for support by the Cooperative Research Program as Project No. 6-8111.

OBJECTIVES

The principal objective of the study has been to extend and to amplify the work which has already been done in studying the 1953-54 class of former student teachers. Longitudinal career history data, derived from earlier questionnaire studies of these graduates, has provided a clear picture of some of the factors associated with teacher persistence. The present study has continued this process, permitting a fuller and more comprehensive examination of the problem. We have been studying non-persisters.

The specific objectives have been:

1. to expand, clarify, and organize the questions we are investigating about non-persisters
2. to develop an interview schedule relevant to non-persisters
3. to divide the population into meaningful sub-groups
4. to interview a preliminary sampling of non-persisters
5. to revise and improve the interview schedule after tryout.
6. to develop a satisfactory schema for recording and analyzing the interview data
7. to begin to collect interview data with the final interview schedule, in order to determine if it is satisfactory

The state of knowledge in this area does not permit a rigorous test of a set of formally-stated hypotheses. We believe it is possible to gain an understanding of non-persistence by examining many factors. These factors tend to fall within two areas: practical reasons for non-persistence, and personal reasons.

There are practical reasons why people leave teaching or any other job. Among these are financial needs and inability to find and provide adequate child care when the mother will be away from home. Such questions as these can be raised:

1. Do male non-persisters leave teaching to go into more lucrative fields?

2. Do mothers persist at teaching to augment the family income? Do many mothers not persist because the family income is ample?

3. Would non-persisting mothers return to teaching if good child care were available or if part time positions were available?

It is difficult to categorize all of the personal reasons why a person stays on or leaves a position. Some of the major reasons seem to lie within these categories: involvement in the job-preparation and in the position; and need to evolve a satisfying style of life. Questions such as these need answering:

1. Do non-persisters describe a lesser need to impart learning throughout their lives than do persisters?

2. Is the degree of exploration into various occupations before selecting the field of professional preparation related to persistence?

3. Is working in areas related to education before entering the field of education related to persistence?

4. Did non-persisters make their decision to teach later than persisters?

5. Did non-persisters experience much discrepancy between what they were taught in education courses and their teaching experience?

6. Do persisters, more than non-persisters, come from homes where the value of ideas, imparting knowledge, and constant learning was stressed?

7. Do non-persisters' husbands discourage them from handling the double job of teacher and home-maker?

8. Do persisters (who do not work because of financial need), more than non-persisters, need the rewards and satisfactions that a job offers?

It is not an objective of this study to find the answers to these questions. However, it has been necessary to formulate, organize, and clarify the questions in order to construct a meaningful interview schedule.

RELATED RESEARCH

During the academic year 1953-54, the Office of Research and Evaluation of the Division of Teacher Education began a longitudinal study of approximately 1600 students who were completing teacher-education programs at the four-year municipal colleges of The City University of New York. The students were all enrolled in student teaching which is the culmination of the teacher-education program at the municipal colleges and is, therefore, taken during the latter half of the student's senior year.

Since the subjects of the study are graduates of the New York City municipal colleges, it may be instructive to describe these institutions briefly. The City University is composed of eleven tax-supported collegiate institutions including four colleges which offer teacher-education programs: City College, Hunter College, Brooklyn College, and Queens College. Operating under the jurisdiction of the Board of Higher Education, these colleges are open day and evening throughout the year. During 1964-65, the number of students enrolled in teacher education programs in The City University was 36,756.*

Each year since 1950, the municipal colleges have prepared about two per cent of the national supply of new teachers. The largest single employer of these graduates is the Board of Education of the City of New York. More than 60 per cent of the approximately 40,000 teachers in the New York City public schools are graduates of the municipal colleges. Although most of The City University graduates teach in the local area, many are employed in suburban communities and some are teaching in schools far from New York City.

During 1953-54 a battery of tests was administered to all student teachers in The City University. During 1954-55, a follow-up of a small group of the student teachers who were tested the year before was undertaken. Those students who were then teaching in Grades 3 to 6 in New York City public elementary schools in which at least one other member of the group was also teaching were encouraged to participate as subjects in an observational study. Of approximately 75 teachers who met these criteria, it was possible to conduct intensive

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* 1964 Master Plan for The City University of New York Incorporating November 1964 and June 1965 Amendments. New York: Office of the Dean of Studies, The City University of New York, 535 East 80th Street, January, 1966.

observations in the classrooms of 49. In addition, several tests were administered to the pupils taught by these 49 teachers and to the teachers themselves. The data thus collected have been used to examine a variety of issues related to the measurement and prediction of teacher effectiveness and pupil-teacher rapport.(9, 10, 11, 12, 13, 14, 18, 19, 20).

In 1955, the first of four mail questionnaire follow-up studies was begun. This first questionnaire was primarily designed to establish contact with the subjects and, therefore, no report was prepared. Subsequent follow-ups, each based on a questionnaire mailed to the graduates, were conducted in 1957 and 1959. The findings of these surveys have been reported as part of the series of research publications issued by the Office of Research and Evaluation (17,22).

Perhaps the simplest way to secure a feeling for the information obtained thus far is to examine some of the highlights of the third survey conducted in 1959 (22). At the time of the survey approximately five years had passed since the subjects were graduated from college. Completed questionnaires were returned by 1144 graduates, over 70 per cent of the group to whom they were mailed. It was found that 94 per cent of the respondents had been employed as teachers at some time during the five-year period after graduation; only six per cent had never taught. It was also found that at the time of the survey, five years after graduation:

1. Fifty-one per cent were employed as teachers. Seventy-eight per cent of the men and 47 per cent of the women were teaching.

2. Approximately 60 per cent of the respondents who had not taught intended to do so in the future.

3. Sixty-four per cent of the teaching respondents were located in New York City schools; another 22 per cent were teaching in other areas of New York State.

4. The overwhelming majority of women who were not teaching were married and had preschool children. Among the men graduates, marriage and family responsibilities were not related to their persistence in teaching.

5. Although 56 per cent of the graduates who were teaching in New York City elementary schools were assigned to "difficult" schools, the difficulty of a school had no appreciable relationship to the graduates' persistence in teaching.

6. The most persistent teachers were those between 35 and 55 years of age at the time of the survey, those who prepared for secondary rather than elementary school teaching, and those who expressed satisfaction with their student teaching experiences.

7. Forty-five per cent of those employed as teachers indicated an intention to teach indefinitely or until retirement. Over 20 per cent of the women planned to leave teaching in the near future.

8. About 85 per cent of those with teaching experience - former teachers as well as those currently teaching - evaluated their teaching experiences as either "fairly satisfying" or "very satisfying."

A fourth follow-up of the 1953-54 graduates was begun in 1963-64 (7). Ten years had passed since the subjects were attending college as student teachers, and this seemed an appropriate point to survey the group once again.

A questionnaire procedure, essentially similar to that employed in the two preceding studies was employed. Of the 1522 follow-up questionnaires that were sent to the graduates (mailed January 17, 1964) there were approximately 800 replies. About 300 subjects were designated "unlocatables," i.e., subjects for whom neither a current address nor a forwarding address could be secured despite thorough investigation.

It is widely recognized that the data that can be obtained through a mail questionnaire is inevitably limited in many ways. In this respect, the questionnaire surveys of the 1953-54 graduates were typical. To obtain a maximum proportion of returns, the number of questions was deliberately kept small. Moreover, the questions were structured to permit relatively simple answers which in some cases were pre-coded. Thus depth and extensiveness of information were sacrificed to obtain the broadest possible sample of respondents.

To rectify the obvious limitations imposed by the questionnaire procedure employed, it was decided to select a number of respondents for an intensive interview. A decision was reached to restrict the interviews to 50 career teachers. A career teacher was defined as one who had taught more or less continuously since graduation in 1954 and who was teaching at the time of responding to the questionnaire. Examination of the questionnaire returns indicates that there were 210 respondents who could appropriately be designated career teachers. Many of these teachers agreed to be interviewed, and the 50 interviews were completed (6).

To yield comparable data from case to case, the interview schedule was designed and administered in relatively standardized form. Because the interview was focused primarily on the characteristics and experiences of career-oriented, persistent teachers, departures from standardized form were introduced to accommodate to relevant characteristics of experienced teachers (e.g., grade and school level, post-graduate study, as well as responsiveness). In general, however, the interviewer's purpose was to maximize the comparable meanings in the total interview. Flexibility also operated in the structure of the various questions. Some were relatively "open," others "closed;" in some situations probing for responses was employed. All interviews were tape recorded. In addition notes were kept by the interviewer which were later used as the basis for a summary impression.

Each interview lasted approximately one hour. Pace and amount of elaboration varied according to certain personal qualities of the teacher and the extent to which s(he) felt at ease about being questioned. Actual interview time, therefore, ranged from 40 to 70 minutes.

Each interview covered all areas of the schedule, and the general sequential order of question items was maintained. Introductory remarks by the interviewer were also uniform (although initial greetings differed). The results have been analyzed and a report will soon be ready for distribution (6).

PROCEDURE

General Design

This project had as its major aspects the classification into sub-groups of a population of non-persisting teachers previously identified; the development and refinement of an interview schedule and a method of analysis appropriate to it; and tryout of the revised schedule on a sufficient scale to judge its suitability.

Population and Sample

The over 800 respondents to the 1963-64 questionnaire, which was sent to all teacher-education graduates of The City University of New York of the year 1953-54, serve as the population from which the sample is drawn. From the questionnaires four groups have been identified, alike in that they are not now teaching, but differing in that one group never taught, one group intends to resume teaching, one group does not intend to resume teaching, and the fourth group does not know whether or not they will return to teaching. From each group a list of names has been selected using a table of random numbers. These people are being invited to be interviewed in the order in which their names appear on the list.

In order to improve the willingness of these people to be interviewed, a stipend of $10.00 is offered to each person who comes to be interviewed. This reduces the frequency of refusals and broken appointments, and improves the degree to which those interviewed are representative of the group.

Priority has been given in the present study to people who are willing and able to come to a convenient central location for the interviews. However, since the population is known to include mothers who are reluctant to leave small children at home, or are unable to make satisfactory baby-sitting arrangements, some of the interviews in the second part of the project (6-8111) will be conducted in the interviewee's residence.

The population of non-persisters has been divided into four subgroups:

1. people who never taught
2. clear non-persisters: people who have said they have no intention of returning to teaching
3. fuzzy non-persisters: mothers who have said they will probably return to teaching when their children are older
4. an undecided group: people who have said that they do not know whether they wish to return to teaching or not

Further sub-division of this population has been on the basis of sex, marital status, preparation for elementary or secondary school teaching, and existence of children under or at school age.

Development of the Interview Procedure

The interview schedule used with the persisting teachers (6) was modified to make it relevant to the non-persister groups. For example, questions dealing with current teaching experiences were dropped, while questions dealing with plans to re-enter teaching were introduced. On the other hand, questions focused on the respondent's self-image and its relation to the teaching role have been retained in interviewing the non-persisters. Each interview was recorded on a tape recorder for later analysis.

The first form of the interview schedule was tried with several non-persisters by two experienced interviewers, one of whom had recently interviewed 50 persisting teachers. The taped interviews were listened to by the three investigators. They attempted to identify all questions that needed clarification or rewording. They also attempted to identify leads for questions that could be added to the schedule.

A code sheet for the interview was developed so that the data obtained could be quantified. This tentative coding form was also tried out in order to test its adequacy. As a result, several changes were made in the questions in order to improve the amenability of the replies to coding, and corresponding changes were made in the coding procedure.

On the basis of this tryout, a revised interview schedule was developed. Several trial interviews were conducted with this revised schedule, and in the opinion of the project staff, it is satisfactory for the purpose it is intended to serve. A copy is included in the Appendix. This schedule was submitted on January 7, 1966, to the U. S. Office of Education for clearance. As of the date of writing this report, authorization to proceed with the continuation study (Proposal 6-8111) has been received. The interviewing of the main population of non-persisters will begin early in February 1966. The coding sheet has also been revised and a copy of it is included in the Appendix.

It was originally planned to study the non-persister interview results in an attempt to identify all reasons for non-persistence and to compare the persisters interviewed for another study (6) with non-persisters on as many variables as possible. As the study and revision of the non-persister interview proceded, it became apparent that many

questions that would provide important information about non-persistence had not been asked of the persister group. This would have severely reduced the number of items on which comparable data for persister and non-persister groups would be available. Because this limitation was recognized, it was decided to amplify the aspect of the study dealing with comparisons between persisters and non-persisters by developing a mail questionnaire for persisters which would be directly comparable to the non-persister interview schedule. A copy of this questionnaire can be found in the Appendix. (This questionnaire was approved on February 28, 1966, by Mr. H. H. Cummings.) Although in this part of the study we will be comparing material obtained from a self-administered questionnaire with material obtained during a face to face interview, this seemed the most expedient way of collecting the needed data.

RESULTS

Since the purpose of this project was to lay the groundwork for data collection in a continuation study, it was not intended that data would be collected, analyzed, and interpreted. The main result is that all is now in readiness for the continuation study to proceed. The steps involved in this outcome are detailed below.

All of the listed objectives of this project have been achieved.

1. Questions relevant to the causal background for persisting or not persisting in teaching were gathered, clarified, and organized.

2. These questions were organized into an interview schedule appropriate for non-persisters.

3. The non-persisters among the more than 800 graduates of The City University of New York who answered the 1963-64 questionnaire were classified into four main groups: people who never taught, clear non-persisters, fuzzy non-persisters, and an undecided group. Further subdivision has been made by sex, marital status, preparation to teach elementary or secondary school, and presence or absence of young children.

4. A preliminary sample of non-persisters were interviewed and the interviews were recorded.

5. The trial interviews were analyzed and coded. On the basis of this analysis improvements and revisions were made in the interview schedule.

6. Corresponding improvements were made in the coding procedure. Copies of this schedule and of the coding sheet are included in the Appendix.

7. The revised interview schedule and coding procedure have been used in several trial interviews, have been submitted for clearance, and are ready for use in the continuation study.

8. A mail questionnaire has been developed for the persister group and has been mailed out. Returns are being coded to directly correspond with data obtained from the non-persister interview schedule. This questionnaire is in the Appendix.

9. At this time it is impossible to give more than a summary description of the statistical analysis that is planned. The interview schedule and mail questionnaire will be coded as per the attached coding sheet and this information will be punched on IBM cards. The frequency of responses to each item will be tabulated by sorting machine. Tables will be constructed summarizing the number of responses given to each interview item. With the data summarized in tables, it will be possible to compare responses among the sub-groups and between the persister and non-persister groups. Chi^2 technique will be used to test for significance of difference.

Two raters are coding the interviews. We will determine between-rater reliability to ascertain that they are interpreting responses and coding in the same way. This method will be used: The percent of agreement and disagreement between the raters for each item on the non-persister interview schedule will be determined. A sample of interviews will be selected for the reliability study. The raters have already discussed the interview schedule at length and have reduced the number of disagreements they had about ways in which the responses should be interpreted and coded. On a small sample of interviews already coded by both raters, the percent disagreement is very low.

Thirty-nine interviews with non-persisters were completed as of January 15, 1966.

10. The proposal for the continuation study (6-8111) has been approved and authorization has been received to proceed with data collection.

The relatively small number of trial interviews conducted thus far do not warrant analysis nor generalization about the factors which influence persistence or non-persistence in teaching. They do, in the opinion of the project staff, support the expectation, basic in the planning of this project, that interviews would enrich and amplify the results of questionnaire studies of teacher persistence.

At the time of this writing, it seems possible that differences between the available samples of persisters and non-persisters will not be found because it becomes apparent that most of the non-persisters plan to return to teaching when their children get older. However, the questions that are being asked of both persisters and non-persisters will contribute to understanding of how the holding power of the occupation of teaching can be enhanced and understanding of how women might be convinced to return sooner to the classroom. Finally, recommendations from the interviewees are being sought for ways of strengthening aspects of the teacher training program in order to develop the ability of new teachers to handle problems encountered in their initial teaching experience.

SUMMARY AND CONCLUSIONS

The nature of this project has been such that the results, described above, may also serve as conclusions. They may be briefly restated as follows:

1. It is possible to devise an interview schedule for use with forme teachers that will elicit information about factors, not easily studied by questionnaire methods, which have a significant bearing on the decisions of individuals who have left teaching (usually for domestic reasons) whether or not to resume a teaching career.

2. Such an interview schedule has been developed, tried out, improved and tried out again. It is now ready for use.

3. A large population of non-persisting teacher education graduates has been located, identified, and classified into meaningful sub-groups. A procedure for sampling this population has been developed and the willingness of individuals to be interviewed has been demonstrated.

4. A continuation study (Project 6-8111) has been authorized. All is in readiness for data collection and analysis. Results and implications of the interviews will be included in the final report of the continuation study.

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APPENDIX

The City University of New York
Division of Teacher Education
OFFICE OF RESEARCH AND EVALUATION

Name_____ Age___ Number___

Interview Schedule

I. Background information - first I would like to ask about your family:

A. Where were your parents born? Mother: USA___
Other___

Father: USA___
Other___

B. And you? USA - City_____
Other_____

C. What was their general educational background?

Mother:	self-taught (no formal school)	yes__	No__
	elementary school graduate	yes__	No__
	high school graduate	yes__	No__
	college graduate	yes__	No__
	beyond college	yes__	No__
Father:	self-taught	yes__	No__
	elementary school graduate	yes__	No__
	high school graduate	yes__	No__
	college graduate	yes__	No__
	beyond college	yes__	No__

II. Schooling

A. For elementary school, what kind of school did you attend?

public_____
private_____
parochial_____
other_____

B. For high school, what kind of school did you attend?

public_____
private_____
parochial_____
other_____

III. School experience (referring to <u>before</u> college - get global impression)

A. Tell me what you were like in school.

B. What did you like best?

C. What did you like least?

D. What do you remember about your teachers?

E. Describe an incident that stands out in your mind about school.

F. Did you enjoy school? (global impression)

very much___ some___ very little___ don't know___

IV. Relationships with parents (referring to <u>before</u> college get global impressions)

A. Mother:

1. What kinds of things did you do with your mother?

2. Did you have fun together?

rarely___ sometimes___ often___

don't remember___

3. Did she read to you?

none___ little___ lot___ don't remember___

4. What did you talk about together?

5. How did you get along with your mother? Did you feel close to her? Help me make a rating on this.

very close___ some___ not close___

can't remember___

6. Did you fight?

none___ some___ a lot___ don't remember___

7. Was there an area of interest or concern that you remember your mother feeling strongly about?

(Probe: for example, about getting an education, politics, about women working, about having a family.)

8. Did your mother work outside of the home?

yes____ no_____

9. What kind of work did your mother do when:

a. all children were under 6

housewife____ other_____

b. children were 6-12 years

housewife____ other_____

c. children were 12 to 20 years

housewife____ other_____

10. When she worked, about how many days a week did she work?

1 2 3 4 5 6

11. Who took care of you? self____

maid____

other siblings____

relative____

other_____

12. How did you feel about your mother working?

B. Father:

1. What kind of work did your father do_____

2. What kinds of things did you do with father?

3. Did you have fun together?

rarely___ sometimes___ often___

4. Did he read to you?

none___ little___ lot__ don't remember__

5. What did you talk about together?

6. How did you get along with your father? Did you feel close to him? Help me make a rating on this.

very close____ some_____ not close_____

can't remember____

7. Did you fight?

none___ some____ a lot___ don't remember__

8. Was there an area of interest or concern that you remember your father feeling strongly about?

9. How did your father feel about your mother working?

V. Friends and self-activities:

A. Friends

1. Did you have any friends? (global memory)

single____ few_____ many_____

2. What kinds of things did you do together?

3. Did your friends enjoy school?

very much___ some___ very little____

don't know_____

B. Self activities

1. What did you do typically when you came home from school?

Rank from 1 to 5

homework _____

play_____

household chores_____

religious school_____

additional lessons
(non-academic areas-e.g.
dance, instrument, other)_____

2. What kinds of things did you do by yourself?

3. What books read?

4. What other hobbies did you have?

VI. What are you doing now? - ask <u>all areas</u> that are pertinent

A. Job - not teaching:

1. What is your job?
2. Is it an extra job? yes___ no___
3. What exactly do you do?
4. Do you enjoy it?
5. What do you enjoy about it?
6. Why did you stop teaching?

B. Family - (homemaker)

1. How old were you when you got married?_____
2. How long did you teach before you got married? _____
3. How long did you teach after you got married? _____
4. When and why did you stop teaching? (looking for immediate reason - not affective.)
5. Who is in your family?
6. Do you have help? yes___ no___
7. What do they help with?
8. Any free time? yes___ no___
9. About how much?
10. What do you do with this free time? (specifics)
11. Do you find you need time to be alone? yes___ no___ sometimes_____
12. Do you have this time? yes___ no____ sometimes_____
13. What do you do during this time? (specifics)
14. What magazines do you subscribe to?
15. What trips have you made during the last 5 years?
16. How do you spend your time with your children?
17. What do your children enjoy most doing with you?

18. What do you enjoy most doing with them?

19. What qualities would you like your children to have as adults?

20. What do you do after your children are asleep?

21. What do you enjoy most about being home?

22. What is most frustrating?

23. How does your husband feel about working wives? or mothers?

24. Does he ever encourage you to return to work?

25. Under what circumstances do you think he might encourage you to return to work?

26. Some women feel they have a responsibility to make a financial contribution to their family. Do you?

27. If you worked, what would you use the money for? (If they say for essentials; how do they feel about this?)

28. Within what range is your husband's income?

under $6,000 _____
6,000-10,000 _____
10,000-15,000 _____
15,000 plus _____

29. Is this comfortable for you to live on? yes__ no__

30. Are there things you want or need that you cannot have on this income?

hesitant		firm		won't answer
yes	no	yes	no	

(If hesitant or firm "yes": for example, what?)

31. Do you have married friends with children who are employed outside of their home? yes___ no___

32. Are they teachers? yes___ no___

33. What do they do?

34. How do you feel about staying home opposed to working?

35. Are there circumstances that would make you go back to work now? (get response aside from financial)

36. In how many years do you plan to return to teaching?

C. Study -

1. What are you studying?

2. What is your purpose? pleasure___ retraining___
advance credit___

3. Are you enjoying it? very much___ some___ not much___

4. Will it have an effect on your salary? yes__ no___

D. Community work

1. What organizations do you belong to or work for?

2. Are you an officer? yes___ no___

3. Do you attend meetings? regularly___ sporadically___

4. Committee participation? yes___ no___

5. How much time a week do you give to these organizations?

6. What is satisfying about this work?

VII. Retrospect

A. You studied in the education curriculum in college. We would like you to think back to the time prior to this:

1. At what age did you decide to teach? ____

2. What were the influences that made you decide on teaching?

3. Was there any person who helped you make the decision? Who?

4. Did you ever consider studying towards some other career? yes___ no___

5. Which one?

6. What did you find attractive about it?

7. What made you finally decide on teaching?

8. Did you talk with a guidance counselor before choosing to be a teacher?

9. Did you attend assemblies where different vocations were discussed?

10. Did you have opportunity to obtain information about other vocations?

B. College

1. Did you participate in any extracurricular activities in college? yes___ no___

2. Which ones?

3. Did you ever work before, during or after college? What did you do?

before___ during___ after___

4. What did you like about the job (s). What did you dislike?

5. Did you ever have an opportunity to tutor or work with children? yes___ no___

6. What kind of an experience was this for you?

7. Have you found throughout your life that you enjoy explaining things or showing people how to do things?

very much___ some___ little___ very little___

don't know___

8. Have you found that people learn easily from you? (not associated with formal teaching experience)

C. Now, would you think back to your first teaching experience:

1. In general, how would you describe yourself as a beginning teacher?

2. In what ways did you feel competent?

3. In what ways did you feel unsure?

4. What did you like about your colleagues?

5. Did you feel accepted by them or did you feel "raw" and out of place? Help me rate this:

raw accepted
1 2 3 4 5

6. How did your first year of teaching go for you?
hard easy
1 2 3 4 5

7. How free did you feel to discuss your problems with your principal?

not free very free
1 2 3 4 5

8. Tell me more about it (If rated 3, 2, or 1)

9. Your supervisor?
not free very free
1 2 3 4 5

10. Other teachers?

not free very free
1 2 3 4 5

11. In general, how much help did you get?
a lot none
1 2 3 4 5

12. How free were you to try out your own ideas in the classroom? very free___ some___ not at all___

13. What do you think that depended on?

14. How did you feel about the paper work?

15. Was your school considered to be a "difficult" school?

16. How many students in your class?
under 10___ 10 to 20___ 20 to 30___ over 30___

17. What did you teach?

18. Was that what you prepared to teach? yes___ nO___

19. Did you meet the parents? yes___ no___

20. What were they like?

21. What were their feelings about education?

22. What were your duties outside of teaching?

23. How did you feel about them?

24. Did you have a particular role in your school - either official or by reputation? yes___ no___

a. if yes: How did you feel about it?

b. if no: Would you have liked to?

25. Did you have difficulty maintaining an orderly classroom? yes___ no___

26. How do you account for that?

27. Did you feel there were things about school life for teachers that could have been different? yes___ no___

28. What things?

29. Do you remember your student teaching experience?

yes___ no___

30. In what ways was it helpful?

31. In what ways was it not helpful?

32. Was there a difference between what you were taught in class and what you experienced as a student teacher?

none___ some___ very much___

33. Between student teaching and teaching?

none___ some___ very much___

34. Between what you were taught in class and your experience as a teacher?

none___ some___ very much___

35. Please tell us about some of these differences.

36. As a beginning teacher, did you have an image of a good teacher? yes___ no___

37. What was it?

38. Has your image of a good teacher changed?

39. Did you feel that your school helped you to be the kind of teacher you wanted to be?

helped		hindered
1	2	3

40. Please tell me a little bit about this.

41. Do you feel you have changed in any ways since leaving teaching that would make it difficult for you to go back to teaching?

(Probe: strong change in philosophy, feel responsibilities lie elsewhere - spell these out! How fulfill these repsonsibilities? - e.g., help husband on job - what exactly does she do?)

D. Financial

1. Was it financially difficult for you to attend college? yes___ no___

2. Did you have to work while attending college? yes____ no____

3. If yes: What was the money you earned used for?

4. Did you have a scholarship or other kind of financial aid while in college? yes___ no___

dk
12/10/65

ITEM	CODE	COL.
	Ident. No. (omit first digit)	1-3
	Sheet No. (1,2,3,4)	4
	Coded by Ethel Horn - 1 Bea Harris - 2 Sect'y - 3 Judy Fuchel- 4	5
	Sub-group A - 1 B - 2 C - 3 D - 4 E - 5 F - 6 G - 7	6.
	H - 1 J - 2 K - 3 M - 4 N - 5	7
	Reaction to being interviewed	10-11
1	very interested - 1 2 little interested-3	
2	openness during interview guarded only in personal areas - 1 - 2 guarded throughout - 3	
	Age	12-13
I A	Mother no answer, DK - 0 USA - 1 other - 2	14
	Father no answer, DK - 0 USA - 1 other - 2	15
IB	you? no answer,DK - 0 NYC - 1 other city,USA- 2 other - 3	16

ITEM	CODE	COL.
I C	Mother no ans, DK - 0 self taught - 1 elem. school - 2 HS grad. - 3 college grad. - 4 beyond college - 5	17
	Father no ans., DK - 0 self taught - 1 elem. school - 2 HS grad - 3 college grad. - 4 beyond college - 5	18
II A	no ans., DK - 0 public - 1 parochial - 2 other private - 3	19
B	no ans., DK - 0 public - 1 parochial - 2 other private - 3	20
III A	no ans., don't remem. - 0 behavior - 1 learning - 2 both - 3 other - 4	21
B	no ans., DK - 0 teachers - 1 subjects - 2 discipline - 3 social - 4 other - 5	22
C	no ans., DK - 0 teachers - 1 subjects - 2 discipline - 3 social - 4 other - 5	23
D	no ans., DK - 0 positive aspects - 1 negative aspects - 2 nothing - 3	24
E	no ans., - 0 teachers - 1 subjects - 2 discipline - 3 social - 4 other - 5 nothing - 6	25

ITEM	CODE		COL.
III F	no ans.	- 0	26
	very much	- 1	
	some	- 2	
	very little	- 3	
	don't know	- 4	
IV A 1	no ans.	- 0	27
	household tasks	- 1	
	cultural-intellec.	- 2	
	recreation	- 3	
	other	- 4	
	don't remember	- 5	
2	no ans.	- 0	28
	rarely	- 1	
	sometimes	- 2	
	often	- 3	
	don't remember	- 4	
3	no ans.	- 0	29
	none	- 1	
	little	- 2	
	a lot	- 3	
	don't remember	- 4	
4	no answer	- 0	30
	day to day events	- 1	
	personal problems	- 2	
	cultural-intellec.	- 3	
	friends	- 4	
	politics	- 5	
	other	- 6	
5	no ans.	- 0	31
	very close	- 1	
	some	- 2	
	not close	- 3	
	can't remember	- 4	
6.	no ans.	- 0	32
	none	- 1	
	some	- 2	
	a lot	- 3	
	don't remember	- 4	

		1st.ch.	2nd.ch
7	~~no ans. - 0~~	33	34
	home involve. - 1		
	religion - 2		
	education - 3		
	cult.-intllec.- 4		
	good behavior - 5		
	politics - 6		
	hobbies and rec. 7		
	financial prob.- 8		
	other - 9		
	none - 0		

ITEM	CODE		COL.
IV A 8	no ans.	- 0	35
	yes	- 1	
	no	- 2	
9 a	no ans.	- 0	36
	housewife	- 1	
	other	- 2	
b	no ans.	- 0	37
	housewife	- 1	
	other	- 2	
c	no ans.	- 0	38
	housewife	- 1	
	other	- 2	
10	no ans.	- 0	39
	1 day	- 1	
	2	- 2	
	3	- 3	
	4	- 4	
	5	- 5	
	6	- 6	
11	no answer	- 0	40
	self	- 1	
	maid	- 2	
	siblings	- 3	
	relative	- 4	
	other	- 5	
12	no answer	- 0	41
	positive	- 1	
	negative	- 2	
	neutral	- 3	
IV B 1	no ans.	- 0	42
	prof.,manag.	- 1	
	clerical,sales	- 2	
	service	- 3	
	agric.	- 4	
	skilled	- 5	
	semi-skilled	- 6	
	unskilled	- 7	
	other	- 8	
B 2	no ans.	- 0	43
	household	- 1	
	cult-intellec.	- 2	
	recreation	- 3	
	other	- 4	
3	no ans.	- 1	44
	rarely	- 2	
	sometimes	- 3	
	often	- 4	

ITEM	CODE	COL.
IV B 4	no ans. - 0 none - 1 little - 2 a lot - 3 don't remember - 4	45
5	no ans. - 0 day-to-day events - 1 personal prob. - 2 cult-intellec. - 3 friends - 4 politics - 5 other - 6	46
6	no ans. - 0 very close - 1 some - 2 not close - 3 can't remember - 4	47
7	no ans - 0 none - 1 some - 2 a lot - 3 don't remember - 4	48
8	1st.ch. 2nd.ch. home involvement - 1 49 50 religion - 2 education - 3 cult.intellec. - 4 good behavior - 5 politics - 6 hobbies and rec. - 7 financial prob. - 8 other - 9 none - 0	
9	no ans - 0 necessary - 1 proud - 2 indifferent - 3 didn't like - 4 DK - 5	51
V A 1	no ans - 0 single - 1 few - 2 many - 3	52
2	no ans - 0 talking - 1 study together - 2 social-rec. - 3 don't remember - 4	53

ITEM	CODE	COL.
V A 3	no ans - 0 very much - 1 some - 2 very little - 3 DK - 4	54
V B 1	1st.ch. 2nd.ch 3rd.ch. 55 56 57 no ans. - 0 homework - 1 play - 2 household - 3 religious sch. - 4 additional - 5	
2	1st.ch. 2nd.ch. 3rd.ch. 58 59 60 homework - 1 sleep - 2 home-chores - 3 read - 4 hobby - 5 music - 6 thinking - 7 other - 8 don't remember - 9 no ans. - 0	
3	1st.ch. 2nd. ch. 61 62 no ans. - 0 novels - 1 biography - 2 comics - 3 newspaper - 4 texts - 5 school - 6 other - 7 don't remem. - 8	
4.	1st ch 2nd ch 63 64 no ans. - 0 music and art - 1 sports and out. - 2 homemaking - 3 collecting - 4 sci. and photog - 5 other - 6 none - 7	

ITEM		CODE	COL.
VI A	1	no ans. - 0 prof.,manag. - 1 clerical,sales - 2 service - 3 agric. - 4 skilled - 5 semi-skilled - 6 unskilled - 7 other - 8	65
	2	no ans - 0 yes - 1 no - 2	66
	4	no ans. - 0 yes - 1 no - 2 indifferent - 3	67
	5.	no ans - 0 salary - 1 social contacts - 2 stim. work - 3 fringe benefits - 4 prestige - 5 other - 6	1st.ch. 68 2nd.ch 69
	6	no ans. - 0 money - 1 working cond. - 2 dull work - 3 low prestige - 4 too time consum. - 5 soc.contacts poor - 6 other - 7	1st.ch. 70 2nd.ch 71

BEGIN PAGE 2 OF CODING

Ident. No. 1 - 3

Sheet No. 2 4

Coded by
Ethel Horn - 1
Bea Harris - 2
Secty - 3
Judy F. - 4

Sub group A - 1, B - 2, C - 3, D - 4, E - 5, F - 6, G - 7 — 6
H - 1, J - 2, K - 3, M - 4, N - 5 — 7

ITEM		CODE	COL.
VI B	2	no ans. - 0 1 - 9 years	10
	3	no ans. - 0 1 - 9 years	11
	4	no ans. - 0 pregnant - 1 illness - 2 didn't want to work - 3 assist. husband - 4 further study - 5 other - 6	12
	6	no ans - 0 yes - 1 no - 2	13
	7	no ans - 0 child care - 1 cleaning - 2 housekeeper - 3 cooking - 4 other - 5	14
	8	no ans. - 0 yes - 1 no - 2	15
	9	no ans - 0 very much (4hr+) - 1 some (1-4 hr) - 2 little (under 1 hr) - 3 none - 4	16
	10	no ans. - 0 read - 1 social - 2 play with child. - 3 hobby - 4 think - 5 cultural (the.,concert) - 6 voluntary - 7 other - 8 nothing - 9	1st.ch. 17 2nd.ch. 18 3rd.ch. 19
	11	no ans - 0 yes - 1 no - 2 sometimes - 3	20
	14	no ans - 0 popular - 1 women's - 2 literary-pol. 3 other - 4 none - 5	1st.ch. 21 2nd.ch. 22

ITEM		CODE	COL.
VI B	15	no ans - 0 many - 1 some - 2 few - 3 none - 4	23
	16	1st.response 2nd res. no ans - 0 24 25 play - 1 read - 2 trips - 3 cult-intell - 4 talk - 5 social - 6 other - 7 none - 8	
	17	1st. resp. 2nd.res. no ans - 0 26 27 play - 1 read - 2 trips - 3 cult-intell- 4 talk - 5 social - 6 other - 7 none - 8	
	18	1st resp 2nd resp no ans - 0 28 29 play - 1 read - 2 trips - 3 cult-intell- 4 talk - 5 social - 6 other - 7 none - 8	
	19	1st 2nd social - 1 30 31 humanitarian - 2 ambitious - 3 intellectual - 4 financial - 5 self-respect - 6 religious - 7 other - 8 no ans - 0	
	20	no ans - 0 32 33 talk to husb - 1 TV - 2 read - 3 hobbies - 4 chores - 5 social - 6 study - 7 voluntary - 8 other - 9	

ITEM		CODE	COL.
VI B	21	no ans - 0 no pressure - 1 time with family - 2 time for self - 3 other - 4	34
	22	no ans - 0 too much work - 1 boring - 2 diff.handl.child. - 3 other - 4 nothing - 5	35
	23	no ans - 0 good idea - 1 bad idea - 2 no opinion - 3 non-committal - 4	36
	24	no ans - 0 yes - 1 no - 2	37
	25	no ans - 0 children older - 1 when I want to - 2 financial need - 3 have help in care of child. - 4 other - 5	38
	26	no ans - 0 yes - 1 no - 2 DK - 3	39
	27	no ans - 0 essentials - 1 luxuries - 2 ed. for child. - 3 travel - 4 other - 5	40
	28	no ans - 0 under $6000 - 1 6-10,000 - 2 10-15000 - 3 15000 plus - 4	41
	29	no ans - 0 yes - 1 no - 2	42
	30	no ans - 0 hesitant yes - 1 " no - 2 firm yes - 3 " no - 4 won't ans. - 5	43

ITEM		CODE	COL.
VI B	31	no ans - 0 yes - 1 no - 2	44
	32	no ans - 0 yes - 1 no - 2 some are - 3 skip #46	45
	34	no ans - 0 obligation - 1 like it - 2 don't like it - 3 neutral - 4 DK - 5	47
	35	no ans - 0 children older - 1 help in taking care of child - 2 bored at home - 3 opp. for part time work - 4 other - 5 DK - 6	48
	36	no ans - 0 1 - 3 - 1 4 - 6 - 2 7 - 9 - 3 10 - 12 - 4 13 - 15 - 5 over 15 - 6 never - 7 DK - 8	49
VI C	1	no ans - 0 education - 1 lib. arts - 2 science - 3 music,art - 4 skill - 5 other - 6	50
	2	no ans - 0 pleasure - 1 retraining - 2 advance credit - 3	51
	3	no ans - 0 very much - 1 some - 2 not much - 3	52
	4	no ans - 0 yes - 1 no - 2	53

ITEM		CODE	COL.
VI D	1	1st resp / 2nd resp no ans - 0 54 / 55 PTA - 1 religious - 2 political - 3 comm. health - 4 other - 5 none - 6	
	2	no ans - 0 yes - 1 no - 2	56
	3	no ans - 0 regularly - 1 sporatically - 2	57
	4	no ans - 0 yes - 1 no - 2	58
	5	no ans - 0 very much - 1 some - 2 little - 3	59
	6	no ans - 0 social contacts - 1 opp. to help others - 2 occupies time - 3 interesting - 4 other - 5 skip #61	60
VII A	1	no ans - 0 elem - 1 JHS - 2 HS - 3 college - 4 don't rememb. - 5	62
	3	no ans - 0 teacher - 1 relative - 2 parent-sib - 3 counsellor - 4 friend - 5 no one - 6 other - 7	63
	4	no ans - 0 yes - 1 no - 2	64
	5	no ans - 0 prof,manag - 1 clerical,sales - 2 service - 3 agric. - 4 skilled - 5 semi-skilled - 6 unskilled - 7 other - 8	65

ITEM		CODE		COL.
			1st ch.	2nd ch
VII A	6	no ans - 0	66	67
		salary - 1		
		interesting work 2		
		soc. contacts - 3		
		fringe bene. - 4		
		prestige - 5		
		help people - 6		
		enjoy children - 7		
		other - 8		
		DK - 9		
			68	69
	7	no ans - 0		
		easy prepar - 1		
		nothing else to do - 2		
		money - 3		
		fringe benefits - 4		
		enjoy child - 5		
		prestige - 6		
		help people - 7		
		other - 8		
		DK - 9		
	8	no ans - 0		70
		yes - 1		
		no - 2		
	9	no ans - 0		71
		yes - 1		
		no - 2		
		don't remem. - 3		
	10	no ans - 0		72
		yes - 1		
		no - 2		
		don't remem - 3		

BEGIN PAGE 3 OF CODING

Ident. No.		1 - 3
Sheet No. 3		4
Coded by		5
	Ethel Horn - 1	
	Bea Harris - 2	
	Secty - 3	
	Judy Fuchel - 4	
Sub group	A - 1	6
	B - 2	
	C - 3	
	D - 4	
	E - 5	
	F - 6	
	G - 7	
	H - 1	7
	J - 2	
	K - 3	
	M - 4	
	N - 5	

ITEM		CODE		COL.
VII B	1	no ans - 0		8
		yes - 1		
		no - 2		
			1st	2nd
	2	no ans - 0	9	10
		social - 1		
		athletic - 2		
		service - 3		
		newspaper - 4		
		drama & music - 5		
		religious - 6		
		other - 7		
		don't remember - 8		
	3	Before		
		no ans - 0		11
		no - 1		
		child-care & counsellor - 2		
		office and typing - 3		
		sales - 4		
		tutoring - 5		
		other - 6		
		During		
		no ans - 0		12
		no - 1		
		child-care & counsellor - 2		
		office and typing - 3		
		sales - 4		
		tutoring - 5		
		other - 6		
		After		
		no ans - 0		13
		prof,manag - 1		
		clerical,sales - 2		
		service - 3		
		agric - 4		
		skilled - 5		
		semi-skilled - 6		
		unskilled - 7		
		other - 8		
		Like		
	4	no ans - 0		14
		convenient - 1		
		money - 2		
		liked people - 3		
		work interesting - 4		
		other - 5		
		Dislike		
		no ans - 0		15
		boring - 1		
		didn't like people - 2		
		inconvenient - 3		
		too little money - 4		
		other - 5		

ITEM		CODE	COL.
VII B	5	no ans - 0 yes - 1 no - 2	16
	6	no ans - 0 rewarding - 1 didn't like it - 2 too difficult - 3 other - 4 don't remember - 5	17
	7	no ans - 0 very much - 1 some - 2 little - 3 very little - 4 don't know - 5	18
	8	no ans - 0 very easily - 1 somewhat - 2 with difficulty - 3 don't know - 4	19
VII C	1	no ans - 0 competent - 1 insecure - 2 frightened - 3 poor - 4 other - 5	20
	2	no ans - 0 taught well - 1 good discipline - 2 good rapport - 3 good paper-work - 4 DK - 5	21
	3	no ans - 0 subj.matter presentation - 1 discipline - 2 rapport - 3 paperwork - 4	22
	4	no ans - 0 helpful - 1 friendly - 2 nothing - 3 other - 4	23
	5	no ans - 0 raw 1 - 1 2 - 2 3 - 3 4 - 4 accepted - 5	24

ITEM		CODE	COL.
VII C	6	no ans - 0 hard 1 - 1 2 - 2 3 - 3 4 - 4 easy 5 - 5	25
	7	no ans - 0 not free - 1 - 2 - 3 - 4 very free - 5	26
	8	no ans - 0 too busy - 1 unfriendly - 2 not interested - 3 other - 4 don't know - 5	27
	9	no ans - 0 not free - 1 - 2 - 3 - 4 very free - 5	28
	10	no ans - 0 not free - 1 - 2 - 3 - 4 very free - 5	29
	11	no ans - 0 a lot - 1 - 2 - 3 - 4 none - 5	30
	12	no ans - 0 very free - 1 some - 2 not at all - 3	31
	13	no ans - 0 curriculum - 1 principal - 2 self - 3 don't know - 4 other - 5	32
	14	no ans - 0 necessary - 1 didn't like - 2 used to it - 3 enjoyed it - 4 don't remem - 5	33

ITEM		CODE	COL.
VII C	15	no ans - 0 yes - 1 no - 2	34
	16	no ans - 0 under 10 - 1 10-20 - 2 20-30 - 3 over 30 - 4	35
	17	no ans - 0 early childhood - 1 elem - 2 JHS - 3 HS - 4 college - 5	36
	18	no ans - 0 yes - 1 no - 2	37
	19	no ans - 0 yes - 1 no - 2	38
	20	no ans - 0 positive resp. - 1 negative resp. - 2	39
	21	no ans - 0 important - 1 "accept" - 2 not important - 3 DK - 4	40
	22	no ans - 0 lunch room and yard - 1 counseling - 2 admin-chariman - 3 tutoring - 4 other - 5	41
	23	no ans - 0 liked it - 1 didn't like - 2 indifferent - 3	42
	24	no ans - 0 yes - 1 no - 2	42
		if yes liked it - 1 didn't like - 2 no ans - 0	43
		if no yes - 1 no - 2 don't care - 3 no ans - 0	44

ITEM		CODE	COL.
VII C	25	no ans - 0 yes - 1 no - 2	45
	26	no ans - 0 too lenient - 1 insecure - 2 child.too diff. - 3 no help - 4 DK - 5 other - 6	46
	27	no ans - 0 yes - 1 no - 2 DK - 3	47
	28	no ans - 0 social - 1 assistance - 2 opp. for innovation - 3 DK - 4 other - 5	48
	29	no ans - 0 yes - 1 no - 2	49
	30	no ans - 0 practice - 1 live situation - 2 self confid - 3 supervision - 4 DK - 5	50
	31	no ans - 0 not enough opp. - 1 not realistic - 2 not enough help - 3 other - 4	51
	32	no ans - 0 none - 1 some - 2 very much - 3	52
	33	no ans - 0 none - 1 some - 2 very much - 3	53
	34	no ans - 0 none - 1 some - 2 very much - 3	54
	35	no ans - 0 idealistic - 1 discipline - 2 teaching tech. - 3 diff. bet. theory and practice - 4 other don't remember - 5	55

ITEM		CODE		COL.
VII C	36	no ans	- 0	56
		yes	- 1	
		no	- 2	
		don't remember	- 3	
			1st 2nd	
	37	no ans	- 0 57 58	
		rapport	- 1	
		teach facts	- 2	
		develop thinking	- 3	
		easy control	- 4	
		help child socialize	- 5	
		other	- 6	
	38	no ans	- 0 59	
		yes	- 1	
		no	- 2	
	39	no ans	- 0 60	
		helped	- 1	
			- 2	
		hindered	- 3	
	40	qualitative - jot down ideas on separate sheet		
	41	no ans	- 0 61	
		change in philos.	- 1	
		respon. elsewhere	- 2	
		no patience	- 3	
		interests elsewhere	- 4	
		other	- 5	
		DK	- 6	
VII D	1	no answer	- 0 62	
		yes	- 1	
		no	- 2	
	2	no ans	- 0 63	
		yes	- 1	
		no	- 2	
	3	no ans	- 0 64	
		necessities	- 1	
		tuition	- 2	
		social expense	- 3	
		books	- 4	
		other	- 5	
	4	no ans	- 0 65	
		yes	- 1	
		no	- 2	

The City University of New York
Division of Teacher Education
OFFICE OF RESEARCH AND EVALUATION

Name_____ Age_____

Questionnaire

Please respond to each question by checking one of the choices indicated. Where no appropriate choice is given, please write in your answer next to the item titled "other" or fill in your answer in the space provided.

I. Background information

A. Where were your parents born? Mother: USA_____
Other_____

Father: USA_____
Other_____

B. Where were you born? USA - City_____
Other_____

C. Parents' general educational background:

Mother:	self-taught (no formal school)	yes___	no___
	elementary school graduate	yes___	no___
	high school graduate	yes___	no___
	college graduate	yes___	no___
	beyond college	yes___	no___
Father:	self-taught	yes___	no___
	elementary school graduate	yes___	no___
	high school graduate	yes___	no___
	college graduate	yes___	no___
	beyond college	yes___	no___

II. Schooling

A. For elementary school, what kind of school did you attend?

public_____
private
parochial_____
other_____

B. For high school, what kind of school did you attend?

public_____
private
parochial_____
other_____

C. Did you enjoy school? (global impression)

very much___ some___ very little___

III. Relationships with parents (global impressions)

A. Mother:

1. Did you have fun with your mother?

rarely___ sometimes___ often___

2. Did she read to you?

none___ little___ lot___

3. How did you get along with your mother? Did you feel close to her?

very close___ some___ not close___

4. Did you fight?

none___ some___ a lot___

5. Was there an area of interest or concern that you remember your mother feeling strongly about? Rate in order of 1, (most strongly), to 9, (least strongly).

home	___
religion	___
education	___
cultural-intellectual	___
good behavior	___
politics	___
hobbies and recreation	___
financial problems	___
other	___

6. Did your mother work outside of the home?

yes___ no___

7. What kind of work did your mother do when:

a. one or more children in your family were under 6 years old

housewife_____
other_____

b. most of the children were 6-12 years

housewife_____
other_____

c. most of the children were 12-20 years

housewife_____
other_____

8. When your mother worked, about how many days a week did she work?

1 2 3 4 5 6 (please circle)

9. Who took care of you?

self	___
maid	___
other siblings	___
relative	___
other	_____

B. Father:

1. What kind of work did your father do?_____

2. Did you have fun with your father ?

rarely___ sometimes___ often___

3. Did he read to you?

none___ little___ a lot___

4. How did you get along with your father? Did you feel close to him?

very close___ some___ not close___

5. Did you fight?

none___ some___ a lot___

6. Was there an area of interest or concern that you remember your father feeling strongly about? Rate in order of 1, (most strongly), to 9, (least strongly).

home	___
religion	___
education	___
cultural-intellectual	___
good behavior	___
politics	___
hobbies and recreation	___
financial problems	___
other	_____

7. How did your father feel about your mother working?

It was necessary	___
He was proud	___
He was indifferent	___
He didn't like it	___
Other	_____

IV. Friends and self-activities:

A. Friends

1. Did you have any friends? (global memory)

single___ few___ many___

2. Did your friends enjoy school?

very much___ some___ very little___

B. Self-activities

1. What did you do typically when you came home from school? Rank from 1, (most usual activity), to 5, (least usual).

homework ____
play ____
household chores ____
religious school ____
additional lessons (non-academic areas, e.g. dance, instrument, other)_____

2. What kinds of things did you do by yourself? Rank in order of 1, (most often), to 9, (least often).

homework ____
clean house ____
cooking and sewing ____
read ____
hobby ____
music ____
thinking ____
sleep ____
other_____

V. What are you doing now?

A. Family - (homemaker)

1. How old were you when you got married?____ years (not married____)
2. How long did you teach before you got married?____ years
3. How long have you taught after marriage?____ years
4. Have you taken any leaves of absence from teaching? yes____ no____
5. For how long?____ years
6. For what reason(s)?_____
7. Do you have help at home? yes____ no____
8. What do they help with? Rank from 1, (what they do most), to 3, (what they do least).

child care ____
cleaning ____
cooking ____
other_____

9. Any free time? yes____ no____
10. What do you do with this free time? Rank 1, (most often) to 8, (least often).

read ____
social activities ____
play with children ____
hobby ____
visit museums and attend plays ____
work for voluntary organizations ____
think ____
other_____

11. How do you spend your time with your children? Rank from 1, (most time), to 7, (least time).

play	___
read	___
trips	___
museums and plays	___
talking	___
visiting	___
other_____	___

12. State the items that your children enjoy most doing with you? Rank from 1, (most), to 7, (least).

play	___
read	___
trips	___
museums and plays	___
talking	___
visiting	___
other_____	___

13. What do you do after your children are asleep? Rank from 1, (most often), to 8, (least often).

talk to husband	___
TV	___
read	___
hobbies	___
chores	___
social activities	___
study	___
voluntary work	___
other_____	___

14. How does your husband feel about working wives? Or mothers?

15. Does he ever suggest that you stop working? yes____ no____

16. For what reason(s)?

17. Some women feel they have a responsibility to make a financial contribution to their family. Do you? yes____ no____

18. What do you use the money you earn for? Rate from 1, (greatest use), to 7, (smallest use).

essentials	___
education for children	___
travel	___
luxuries	___
to live better (2nd car; larger home)	___
household help	___
other_____	___

19. Within what range is your husband's income?

under $6,000	___
6,000-10,000	___
10,000-15,000	___
15,000 plus	___

20. Do you have married friends with children who are employed outside of their home? yes___ no___

21. Are they teachers? yes___ no___

B. Community work

1. What organizations do you belong to or work for?

2. Are you an officer? yes___ no___

3. Do you attend meetings? regularly___ sporadically___

4. Do you work on committees in these organizations? yes___ no___

5. How much time a week do you give to these organizations?

under 1 hour	___
1-4 hours a week	___
more than 4 hours	___

6. What is satisfying about this work? (Rank from 1, most satisfying, to 4, least satisfying.)

social contacts	___
opportunity to help others	___
interesting work	___
other_____	___

VI. Retrospect

A. You studied in the education curriculum in college. We would like you to think back to the time prior to that time.

1. At what age did you decide to teach?___

2. Was there any person who helped you make the decision? Who?

teacher	___
relative	___
parent or sibling	___
school counsellor	___
friend	___
other_____	___

3. Did you ever consider studying towards some other career?

yes___ no___

4. Which one?_____

5. What did you find attractive about it? (Rank from 1, most attractive, to 8, least attractive.)

salary	___
interesting work	___
social contacts	___
fringe benefits	___
prestige	___
help people	___
enjoy children	___
other_____	___

6. Did you talk with a guidance counsellor before choosing to be a teacher? yes____ no____

7. Did you attend assemblies where different vocations were discussed? yes____ no____

8. Did you have opportunity to obtain information about other vocations? yes____ no____

B. College

1. Did you participate in any extracurricular activities in college? yes____ no____

2. Did you ever work before, during or after college? What did you do?

before	____
during	____
after	____

3. Did you ever have an opportunity to tutor or work with children? yes____ no____

4. What kind of an experience was this for you?

a. gratifying ____ not gratifying ____

b. unsuccessful ____ successful ____

5. Have you found throughout your life that you enjoy explaining things or showing people how to do things?

very much____ some____ little____ very little____ don't know____

C. Now, would you think back to your <u>first teaching experience</u>: Please answer these questions in terms of your <u>first teaching experience</u>.

1. In what ways did you feel competent as a beginning teacher? Rank from 1, most competent, to 5, least competent.

knew subject matter	____
could control class	____
children liked me	____
children understood what I told them	____
other_____	

2. Did you feel accepted by your colleagues or did you feel "raw" and out of place? Please rate this.

raw accepted
1 2 3 4 5

3. How did your first year of teaching go for you? Please rate this.

hard easy
1 2 3 4 5

4. How free did you feel to discuss your problems with your principal? Please rate this.

not free very free
1 2 3 4 5

5. How free did you feel to discuss your problems with your supervisor?

not free very free
1 2 3 4 5

6. How free did you feel to discuss your problems with other teachers?

not free very free
1 2 3 4 5

7. In general, how much help did you get?

a lot none
1 2 3 4 5

8. How free were you to try out your own ideas in the classroom?

very free____ some____ not at all____

9. How do you feel about the paper work?

didn't like it____ necessary____ was used to it____ enjoyed it____

10. Was your school considered to be a "difficult" school? yes____ no____

11. How many students were in your class?

under 10____ 10 to 20____ 20 to 30____ over 30____

12. On your first teaching assignment, were you assigned to teach what you had prepared to teach in college? yes____ no____

13. Did you have a particular role in your school - either official or by reputation? yes____ no____

14. What was it?_____

15. Did you enjoy it? yes____ no____

16. Did you have difficulty maintaining an orderly classroom? yes____ no____

17. Do you remember your student teaching experience? yes____ no____

18. In what ways was it helpful?_____

19. In what ways was it <u>not</u> helpful?_____

20. Was there a difference between what you were taught in class and what you experienced as a student teacher?

none____ some____ very much____

21. Was there a difference between what you experienced in student teaching and teaching?

none____ some____ very much____

22. Was there a difference between what you were taught in class and your experience as a teacher?

none____ some____ very much____

23. As a beginning teacher, did you have an image of a good teacher?

yes____ no____

24. What did it involve?

25. Has your image of a good teacher changed? yes____ no____

26. Did you feel that your school helped you to be the kind of teacher you wanted to be?

helped 1 2 hindered 3

D. Financial

1. Was it financially difficult for you to attend college? yes___ no___
2. Did you <u>have to</u> work while attending college? yes___ no___
3. Did you have a scholarship or other kind of financial aid while in college? yes___ no___

VII. Please answer these questions in terms of your <u>recent</u> and <u>present</u> teaching experience.

1. Please rank from 1, most important, to 5, least importance, the factors which have kept you in teaching over the years.

financial needs ___
enjoy teaching and imparting knowledge ___
don't have enough to occupy me satisfyingly at home ___
enjoy the stimulation from children and other teachers ___
other_____ ___

2. Do you plan to continue in the teaching profession? yes___ no___

JF:bt
12/23/65